DOCUMENT RESUME

ED 239 713 PS 013 645

TITLE Let's Celebrate Winter: Activities for Grades 4-8.
INSTITUTION Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.
PUB DATE [80]
NOTE 26p.; Print on two pages may be marginally legible. For related documents, see PS 013 644-667.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Citizenship Education; *Class Activities; *Communication Skills; Intermediate Grades; Junior High Schools; *Language Arts; *Learning Activities; Lesson Plans; Reading Instruction; Resource Materials; Speech Instruction; Teaching Guides; Teaching Methods; United States History; Writing Exercises
IDENTIFIERS PF Project; *Seasonal Celebrations

ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials to enhance student recognition of American history, citizenship, and famous Americans through the observance of special days and events in the winter months. Lesson plans are provided to develop communications skills. The guide begins with a list of special days and events in December, January, and February. Background information and activities are presented for the following days and events: (1) the end of the year; (2) the winter equinox; (3) winter reading topics; (4) United Nations Decade for Women; (5) Martin Luther King's birthday; (6) Blessing of the Animals (Mexico); (7) International Kitefliers' Association World Championship Flyoff; (8) writing Christmas thank-you notes; (9) Afro-American History Month; (10) American Music Month; (11) American Heart Month and Valentine's Day; (12) Lincoln's birthday; (13) Susan B. Anthony's birthday; and (14) Washington's birthday. A form for evaluating the activity guide is included. (DC)

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LET'S CELEBRATE

Winter's decreasing temperatures give rise to increasing energy levels in most youngsters, so let's take advantage of their enthusiasm to develop their communication skills. Speaking and composing require thinking and thinking is hard work. Hard work demands high energy. Cooler temperatures and shorter days also necessitate more indoor waking time. What an excellent opportunity for extra reading time! Extra reading, not for book reports, but for real sharing of ideas and language growth in concepts, vocabulary and sentence structure.

This second *Let's Celebrate* booklet will offer a variety of topics and activities to enhance student recognition of American History, responsibilities and rights of citizens, seasonal considerations for plants, animals, energy, conservation, cultural celebrations, and a few Americans who are remembered for their contributions to our nation. The calendar dates with two asterisks (**) are among those required for classroom observance by the California Education Code. Those with one asterisk (*) also have suggested lesson plans for the development of the four communication skills.

Success in personal relationships, in school, and in business depends on one's manner and use of words. A pleasant voice using well-chosen words to express a carefully considered idea will most often achieve desired results. It is of first importance that teachers recognize the language fluency of students and deliberately plan a balanced program to increase both their skills and pleasure.

OUR GOALS:

EFFECTIVE SPEAKERS – EFFICIENT LISTENERS

CRITICAL READERS – COHERENT WRITERS

Lesson suggestions are just starters to get your own creative juices flowing. Please write on the Evaluation page activities you have added and want to share.

CALENDAR FOR WINTER

This is a much edited version of *Chases' Calendar of Annual Events*. From the multitude of entries, you and your students can celebrate anything from Appleseed, Johnny to Zebulon Pike Day. It might be fun to have your class whip up other schools' excitement for a Kern County entry. Joining interest groups and celebrating is a very American activity. LET'S CELEBRATE!

DECEMBER

December 1, 1941 – Civil Air Patrol established
December 7, 1941 – Pearl Harbor Day (U.S.A. entered World War II)
December 8, 1765 – Eli Whitney patented cotton gin
December 10, 1949 – Human Rights Day
December 15, 1791 – Bill of Rights ratified
December 16, 1773 – Boston Tea Party
December 17, 1903 – Wright Brothers flew at Kitty Hawk
*December 21 – Winter Solstice
December 21, 1670 – Mayflower arrived at Plymouth
December 21, 1968 – Apollo VIII Blastoff (Moon Orbit December 23, Return December 25)
December 25 – Christmas
December 27, 1822 – Louis Pasteur birthday
December 30 – Rizal Day, Philippines

JANUARY

*Year Six – United Nations Decade for Women (1976-1985)
Year Nine – United Nations Decade for Action to Combat Racism and Racial Discrimination (1973-1982)
January 1, 1981 – First day of first month, Gregorian calendar (Earth will travel 583,416,000 miles in 365.2422 days)
January 1, 1981 – Japanese Era New Year 2641
January 1 – Mummer's Day Parade, Philadelphia
January 1 – Rose Parade and Rose Bowl Game, Pasadena
January 1 – New Year's Observance – Grandfather Frost Day
January, First Week – Silent Record Week (Celebrates first silent record and first silent concert)
January 3, 1959 – Alaska Admission Day
January 5 – Sherlock Holmes Birthday Breakfast
January 6 - February 27 – Carnival Season (Epiphany to Shrove Tuesday)
January, Second Week – National Education Week on Smoking
January 9, 1859 – Carrie Catt birthday (Founded League of Women Voters in 1919)
January 12, 1876 – Jack London birthday
*January, Third Week – Don't Owe a Letter Week
January 14 – Julian Calendar's New Year's Day
January 15, 1807 – Robert E. Lee birthday
*January 15, 1929 – Martin Luther King, Jr. birthday
January 16 – National Nothing Day (Celebrate anything you like!)
*January 17 – Blessing of the Animals, Xochilmilko, Mexico

*See Lesson Plans

JANUARY continued

January 17, 1706 – Benjamin Franklin birthday
*January 20-21 – International Kitefliers' Association World Championship Flyoff
January 21 – World Religion Day
January 23 – National Handwriting Day
January 24, 1848 – Gold Discovered, Coloma, California
January 28, 1979 – Chinese New Year (Check papers for 1981. Lunar Year begins at sunset of day of second New Moon following Winter Solstice, always between January 21 and February 19.)

FEBRUARY

*February – Afro-American History Month
*February – American Heart Month
February – American History Month
*February – American Music Month
February 1, 1709 – Robinson Crusoe Rescue Day
February 2-4 – Cordova, Alaska Iceworm Festival (See Robert Service poem)
February 2 – Groundhog Day
February 4-10 – Boy Scout Week
February 4, 1902 – Charles Lindbergh birthday
February 4-10 – Dental Health Week
February 4-11 – National New Idea Week (Make home and work happier. Share a helpful hint.)
February, Second Week – National Pay Your Bills Week
February, Second Week – Edison Pageant of Light (Thomas A. Edison birthday, February 11, 1847)
February 8, 1828 – Jules Verne birthday
February 10 – Birth of Prophet Muhammed
February 12, 1809 – Charles Darwin birthday
February 12, 1809 – Abraham Lincoln birthday
February 14 – St. Valentine's Day
February 15, 1820 – Susan B. Anthony birthday (Women's Suffrage)
February 18-24 – Brotherhood Week
February 22, 1732 – George Washington birthday

*See Lesson Plans

ENDINGS
December

Classroom life in December does not need anything extra or special to make it interesting, so there are no plans for specific days. By this time, you may have established a system to encourage students to find out about not only the days listed for each month, but others that have been omitted. What celebrations do their parents and grandparents remember? What did they do or cook or play to make the days special? An unusual book of recipes or games may develop.

You may have begun a bulletin board for special events and information, pictures, letters written and received, interviews with people who remember when . . . .

You may have begun a scrapbook of the treasures as they are replaced on the bulletin board.

* * * * * * * * * * * * *

The end of a calendar year has always been celebrated by people whether the end is in January, March, September, or December. A time for reflections of what was and what might have been if . . . and a time for planning for the new year.

TALK	About what "the end" of _____ (choose topic) means. About the events of this closing year.
LISTEN	List the year's events, personal, school, community, national.
WRITE	Analyze the summaries in columns – Good and Bad. Evaluate the lists. Summarize the analyses. Plan for next year. Dream for next year.
READ	Newspaper and magazine summaries of the year. Fiction and non-fiction from winters past.
TALK	About the articles and stories you read.
WRITE	Your analysis of the year past. Your plans and dreams for next year. Diary entries during December – true or pretend. (A pilgrim in 1620, Wilbur or Orville Wright, the Apollo VIII crew, etc.)
READ	Nobel invented dynamite. Why did he establish a Peace Prize?
TALK	Was hot tea served by a fireside during the Boston Tea Party? Pretend you were there. Could there be another Tea Party?
WRITE	To students in other states or countries with different winters. Tell them about the several winter climates of California (coast, desert, mountains, North, South).

TEACHERS, YOU READ TO STUDENTS. You and they have favorite winter tales. Share them.

WINTER EQUINOX

December 21

(See Autumn *LET'S CELEBRATE*.
Angle of Earth axis should be 23½° left of perpendicular.)

The coming of winter brings changes in all living things. As the Earth rotates on its axis and completes its annual revolution around the Sun, the Northern Hemisphere is turned most sharply away from the Sun, causing shorter days, longer nights, cooler temperatures, and, in the North Temperate Zone, increased rain and snow. Remember that it is summer in the Southern Hemisphere. The Sun appears to rise and set further south and even at noon is not directly overhead. At Prudhoe Bay, Alaska, the sun does not appear above the horizon for 56 days in winter, but in summer, it is light all 24 hours.

DISCUSS	Changes people must make during winter. Conservation of energy sources. How can you help reduce the gas and electric bills? What foods help maintain body heat? What fabrics are good insulators?
READ	Animals and plants prepare for winter. How people survive at the North and South Poles.
RECORD	Sunrise and sunset times each week. Are they the same in all parts of the Northern Hemisphere?
WRITE	How your life would be different with only four or six hours of daylight. (In Leningrad, the sun came up at 9 and set at 3 the week after Christmas.) Pretend you are a bear or a groundhog. How do you set your alarm? A poem about the differences in the seasons, between summer and winter (see booklet, Ideas for Poetry, available from Muriel Dillard, Kern County Superintendent of Schools Office).
CREATIVE DRAMATICS	Enact the life cycle of a seed, a year as a deciduous tree, a day in the life of a bear preparing for hibernation, a bird or duck planning to fly south for the winter, an Alaskan Golden Plover plotting a course for spending the winter in Hawaii.

WINTER READING

This is a good time to establish a contest for leisure reading. A reading wheel provides for a wide variety of choices for topics. Some may prefer sampling all kinds of books. Others may have a particular interest in a special topic or person. Discuss with students and make class decisions about types and numbers of selections.

ORAL	Take a reading or language period to report on reading. What makes a book "good?"
LISTEN	For different kinds of books – similarities and differences in information and authors' styles.
READ	About authors. See Library Reference section.
WRITE	On index cards, keep records of books read. Title, author, publication date, recommendations to others. About your favorite character. Write your own story of something he or she would do. A play about an exciting chapter – make puppets for actors. An ad or poster for a book. A poem about how the story made you feel.
MAKE	A movie of or a scene from your favorite book.
LITERARY TEA	Have afternoon refreshments and invite either an adult or student author to describe how stories develop. Choose a story known by all and discuss it.

DRESS UP — Be your favorite character one day – Big Billy Goat, Baby Bear, Alice, Tom, Mozart, Picasso, etc. Act like him or her, but no playing hooky or butting people!

Books open windows to worlds unknown, provide comfort when you are sad, allow you to be someone else for a while, share troubles other people have.

You don't have to understand every word to love a book. Good stories have special meanings for each age. Really good books are good forever and something new is discovered with each reading.

Reading makes life better. Don't let decoding skills be the only reason for reading.

Teacher, read TO students from newspapers, magazines, and worthwhile books. Make children know you value and enjoy the printed word.

BETTER WRITERS MAKE BETTER READERS.
Let students do both.

BEGINNINGS

United Nations Decade for Women (1976-1985)

The United Nations Charter (1945) included "equal rights for men and women." In 1975 during the International Women's Year, for the first time in history, women *representing their countries* met in international conferences in which they outnumbered men and gave consideration to their own destinies. The women of the Cameroon might express concern with the removal of bride price; the American women might express concern with unequal property division in divorce law; a Ghanaian woman might cite her denial of access to television; the Iranian, African or Latin American rural woman, who is a primary agricultural worker, may not be accepted in an agricultural school . . . . All were giving evidence of discrimination. Women struggle against illiteracy in the less developed world; they are just beginning to break through the barriers in law, medical, and engineering schools in the developed nations. Worldwide, the effort is to achieve full personhood and citizenship.

The World Plan of Action is a landmark ten year plan which is not binding upon governments, but emphasizes the need to increase the role of women in decision-making within their countries, to improve women's education, training, and health facilities.

"Less developed and Communist bloc countries insist that there can be no liberation for individuals without a massive redistribution of economic and natural resources; that the first liberation must be from 'capitalistic imperialism' and the great discrepancy in wealth between the developed and less developed countries. Only then can human rights be established. This politicalization was firmly rejected by a majority of women delegates." [1]

Even this condensation can be valuable to guide and encourage critical reading and thinking.

TALK
LISTEN

"representing their countries"
Which women represented which countries?
How were they selected? By whom? From what backgrounds? What were the criteria for selection?
Who wasn't selected?
Whom did each represent? How many?

"outnumbered men"
Which conference? Where? Who was invited? Why?
What men were there? Why?

"might express concern" clauses
Cameroon cultural heritage?
Why bride price? Outlived usefulness?
American divorce laws? Discrimination against whom?
Ghanaian television? How many sets per capita?
What reception? What programs? What hours?
Women must leave the room when TV is on?
Who watches them? Husbands agree?

READ

Who is Abigail McCarthy? What are her credentials? What else has she written? What is the accuracy of her statements?

Other references regarding women's status in various countries.

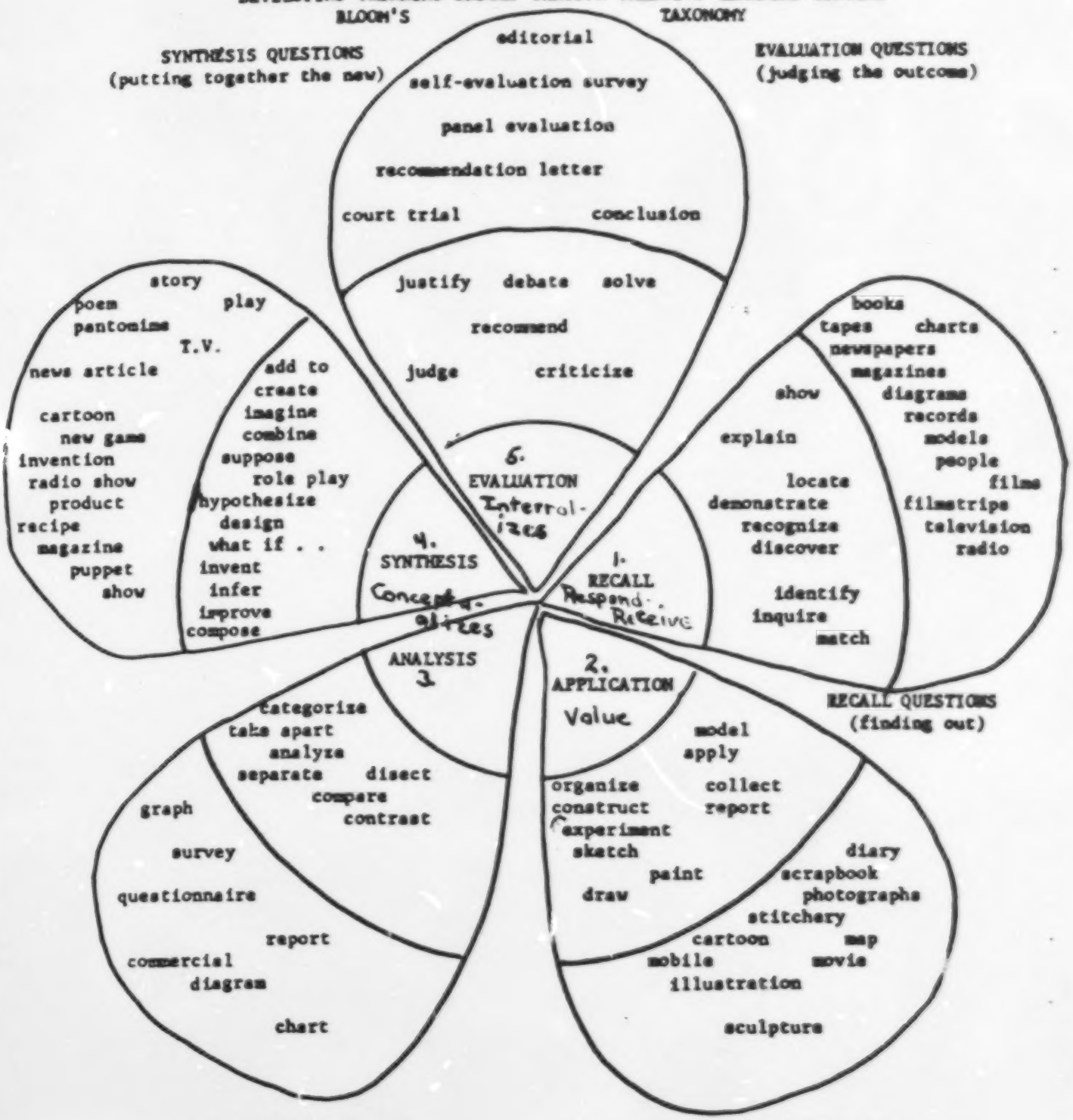
1 Britannica Year Book 1976. Abigail McCarthy, p. 94, pp. 691-692. 1300 official delegates to International Women's Year met in Mexico City June 1975.

NOTE: This article has been severely condensed. There are no biographical notes for the author. Even what is quoted does NOT say more than it says. Unless YOU feel ready to deal with student opinions, ideas, and controversy, perhaps you should do some reading and discussing on the topic before tackling it.

COLLECT	Articles describing both women's freedoms and discrimination. Interviews with women in various occupations. How did they get their jobs? What assets and liabilities to the job? Satisfactions – dissatisfactions? Interviews with women of different generations. What does each think of "equality"?
WRITE	Your supported opinions of Women's Equality in all aspects of daily life.
BLOOM'S TAXONOMY	Evidence indicates that 70 percent of teacher questions require only low level thinking – literal responses to reading passages. Appropriate decisions demand the abilities to summarize, analyze, compare-contrast information, synthesize a body of facts and opinions, evaluate, and apply or store for later use or subsequent re-evaluation as new information is gathered. See the following pages for typical questions and activities.

DEVELOPING THINKING SKILLS THROUGH CREATIVE LEARNING CENTERS

BLOOM'S TAXONOMY



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KERN COUNTY SUPERINTENDENT OF SCHOOLS
Division of Instructional Services

Called "narrow questions" in interaction analysis

Called "broad questions" in interaction analysis

Question Type	Student Activities	Examples
KNOWLEDGE	Recalling facts or observations. Recalling definitions	1. Who? 2. What? 3. Where? 4. When? 5. Why? 6. Define (the word "gubernatorial").
COMPREHENSION	Giving descriptions. Stating main ideas. Comparing.	1. Describe (what happened when we went to the concert). 2. What is the main idea (in this paragraph?) 3. How are (these two countries) alike?
APPLICATION	Applying techniques and rules to solve problems that have a single correct answer	1. If (Bill has 49 cents), how many (8-cent ballons) can he buy? 2. What is (the latitude of Moscow)? 3. Classify (these poems as ballads, sonnets, or odes).
ANALYSIS	Identifying motives or causes. Making inferences. Finding evidence to support generalizations.	1. Why (did the Bat-Poet write poems)? 2. Now that we've studied this what can we conclude about (life in Germany?) 3. What does this tell us about (the author's attitude toward war)? 4. What evidence can you find to support (The principle that air expands when heated?)
SYNTHESIS	Solving problems. Making predictions. Producing original communications.	1. Can you think up (a title for this story)? 2. How can we solve (this dilemma)? 3. How can we improve (our experiment)? 4. What will happen (now that we've landed on the moon)? 5. What do you predict would happen (if this lake were to dry)?
EVALUATION	Giving opinions about issues. Judging the validity of ideas. Judging the merit of problem-solutions. Judging the quality of art and other products	1. Do you agree (with Kathy)? 2. Do you believe (that this is the best way to proceed)? 3. Do you think (that it is right to execute convicted murderers)? 4. What is your opinion (on this matter)? 5. Would it be better (to do it this way)? 6. Which (painting) do you like?

MARTIN LUTHER KING, JR.
January 15, 1929 - April 4, 1968

King was a U.S. Negro clergyman who received the 1964 Nobel Peace Prize for his leadership of the non-violent struggle for racial equality in the United States. In 1956 he led a boycott of the public buses in Alabama to protest racial segregation which has since been made unlawful. He lectured in all parts of America and played a major role in the civil rights march in Washington, D.C. and in the anti-discrimination and voter registration drives that spurred passage of the Civil Rights Act of 1964 and Voting Rights Act of 1965.

In 1966, he extended his activities to Chicago, risking arrests and jailings to make his dream come true. He appealed to his followers for understanding, even love, for those who opposed human and civil rights for everyone. He was criticized and ignored by "black power" militants.

King was shot to death in Memphis, Tennessee on April 4, 1968.

READ	Books and articles by and about Martin Luther King, Jr. See Famous Personalities in Black History.
DISCUSS	King's dream. Why segregation by law? What other kind of segregation is there? (Neighborhoods by preference, by economics, therefore schools.) Is segregation good or bad? Under what conditions? Killing over disagreements – may escalate to concept of war.
WRITE	I believe that . . . I have a dream . . . Other topics as appropriate for your class.

BLESSING OF THE ANIMALS

Xochilmilko, Mexico
January 17

TALK	About why animals deserve to be blessed.
LISTEN	About taking care of animals.
	About the different ways animals help people (not only food, clothing and shelter, but love, friendship, protection, care of blind and deaf people).
READ	About how animals help handicapped people (blind and deaf).
	About how dolphins have saved people in shipwrecks.
	About dogs used in police work, in sheep herding, etc.
	About horses, elephants oxen at work.
WRITE	A poem of thanks to your pet.
	A story about a brave bear, etc.
	A story about life without animals, birds, fish, and insects.
READ	Aloud your poems and stories.
	About St. Francis of Assisi.

INTERNATIONAL KITEFLIERS' ASSOCIATION
WORLD CHAMPIONSHIP FLYOFF
January 20-21

"Go fly a kite!" rejects what you just said, but offers an opportunity to put your head in the clouds while keeping your feet on the ground. Kites have had a variety of uses through the ages. In Asia, there is still religious significance attached to some ceremonial kiteflying. At one time, it was thought that flying a kite at night over a house would keep evil spirits away. Practical uses of kites included meteorological work prior to 1931 when balloons and planes took over; military observation by attaching a man to the kite; kites took initial lines from one shore to another as a first step in bridge building; lanterns were attached to kites for transmitting messages to armies. Kite flying is a national pastime particularly in Asia where novel shapes are prized.

Kites are both fun and tools for learning about balance, weight, air current, and successful designs. Who can make the smallest, the largest, the strangest kite? (A one-square-inch kite will fly.)

STAY AWAY FROM ELECTRIC LINES, but . . . Go fly a kite!

TALK	About kite experiences. Tell alone or together a TALL kite TAIL.
LISTEN	To kite and wind poems.
READ	Each other's stories and poems. About kites in America and in other countries. Follow directions to make a kite.
WRITE	Letter to principal requesting permission for Kite Day. Posters announcing Kite Day. Invitations to other classes to join you. Kite stories. Kite poems (kite shaped – diamante – see Appendix D) Directions for constructing a kite.
CREATIVE DRAMATICS	Act out your poem. Be a kite. Go soaring with kite friends. What do you talk about? Cloud shapes? Playful breezes? What you see below?

DON'T OWE A LETTER WEEK

January, Third Week

Have you written your Christmas thank you notes? Unfortunately, the telephone is replacing the thank you note even for long distances, but a written thank you can be a gift of a special kind to the original gift giver. When you talk on the telephone you use your conversational voice, manner, and vocabulary. When you write you can be more eloquent, elegant, and erudite. You can be a poet or a famous writer using their phrases and tone, and how pleased your aunts, uncles and grandparents will be with their polite and intelligent relative. Who knows, when you are famous for wiping out poverty or saving the whale, your letters will be a priceless record of your youth.

Write today. Be known as a grateful and courteous friend and relative.

TALK	What did you receive for Christmas? From whom? Why was this gift chosen for you? Did it travel a long way? Describe the gift. Was it hand or machine made? Where was it made? How will you use it? Does it please you? Why? How can you best say "thank you"?
LISTEN	To partners or small groups share answers to the above questions.
SEARCH	In dictionaries, books of synonyms and antonyms, thesauri for other words to describe your gifts.
WRITE	Thank you notes.
READ LISTEN DISCUSS	Read them aloud. Do you hear another you? Do you sound better in writing? Why?
WRITE	Other thank you notes to your parents, brothers or sisters, friends, teacher, minister, club leader, not for things, but for kindnesses shown you. To authors, poets, athletes, "stars", musicians, for their contribution to your life.
TALK	About how receiving a "thank you" note feels.

AFRO-AMERICAN HISTORY MONTH
February

Famous Personalities in Black History

(Other places to look are in parentheses.)

Pedro Alonzo Nino (Columbus)
Estevanico (Cabeza de Vaca)
Jean du Sable (Chicago history)
James Beckworth (California)
Matthew Henson (The Poles)
Jupiter Hammond (poet)
Phyllis Wheatley (poet)
Benjamin Baneker (clocks)
Crispus Attucks (Revolutionary War)
Peter Salem (Revolutionary War)
Cato Howe (Revolutionary War)
Salem Poor (Revolutionary War)
Lemuel Hayes (Revolutionary War)
George Washington Carver
Paul Cuffe
Richard Allen
David Walker
Frederick Douglass
Harriet Tubman
Martin Luther King
Others in sports, music, and government

COLLECT	Pictures and articles about Blacks' contributions to America.
DISCUSS	Does skin color really make a difference? What does cause differences among individuals and groups of people? (Values, aspirations, cultural heritage, education, resources, religion, government, etc.)
READ WRITE	Biographies of Black persons. Summary of information. Analyze why he or she rose to fame in spite of obstacles. What special personal characteristics or who influenced his/her success? "I Can Be A Winner Too" What can you do or plan to do that will make you famous? Name your talents and how you plan to use them. Name your most important wish. What are you doing to make it come true? A poem about Dreamers and Doers.

AMERICAN MUSIC MONTH
February

In the beginning and forever, music is a part of the living world. Birds sing, crickets fiddle, frogs carry the bass. Man has always used his voice to send messages of love, fear, and anger. Animals send the same kinds of messages to their friends and enemies. Man learned early to extend the distance of his voice by using trees, shells and strings. Refinement of the first sound makers has provided instruments of the band and orchestra.

Children love sounds that they can make with their body parts and sounds that other objects can help them make. MUSIC IS BASIC. If you must justify enjoying music twenty minutes each day, here is some ammunition to allow you to advance communication skills.

Oral – Use of voice box – pitch, quality, volume, resonance, speed. (Anyone who suffers commercials knows how badly America needs voice training.)
Listen – Pitch variations, rhythm, speed, kinds of sound makers, direction, distance (auditory discrimination).
Memorize – Learn rhythms, words, and pitch from teacher or records.
Read – A new language in music notation; words and stories of songs.
Write – New words for old songs; new tunes and new words.
Make – Simple instruments (psychomotor skills – science of sound).

There is music for every season and reason.

LISTEN	Play recordings of <u>all kinds</u> of music. Adults like best what they learned first. It is a crime not to introduce the many kinds of music readily available to all.
READ	About America's contribution to music – Blues, Jazz and Bluegrass. Listen for characteristics of tunes and words.
LISTEN	To records of chamber music (it's making a comeback), symphony and opera. To records of various peoples' folk music. To records of American history through music from the Revolution to today. To records of California history through music.
RECORD	Students' tunes, rhythms, instruments. (See *Playing with Words*, available from Muriel Dillard, Kern County Superintendent of Schools Office.)
DANCE	Learn folk and square dances. Have a party.

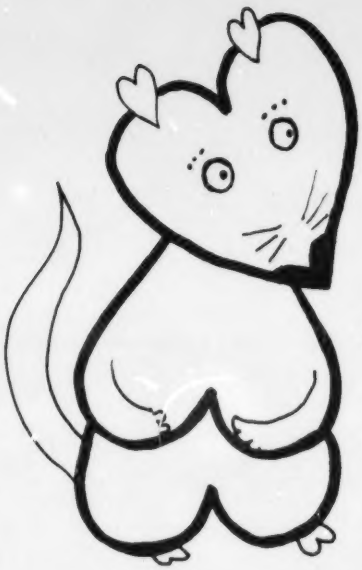
If you want a list of records or instrument patterns, call Muriel Dillard, 834-3700, extension 269, SOON.

HAVE A HEART

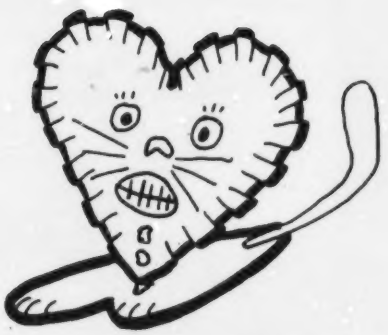
American Heart Month – February
American Music Month – February
Boy Scout Week – February, First Week
St Valentine's Day – February 14
Brotherhood Week – February, Third Week

When asked why he breathed so deeply before speaking, Raymond Burr replied, "To stay alive" and this surely is a worthy goal for all of us. The heart's rhythmic beating and simultaneous exchange of air in the lungs is an involuntary action for healthy persons, but a continuous struggle, sometimes only possible with the help of machines, for others. The heart is not only the prime bodily organ allowing life, but also the target for Cupid's arrows, words and music of love, men's appeal to each other for help and understanding, and the essence of the Boy Scout laws. The healthy heart is a strong, silent servant. Adjusting to the changing needs of the body, it pumps slower or faster to regulate the blood flow to the brain and the extremities. The heart has long been attributed with another function, that of counselor for the emotions and sufferer of bloodless wounds. Medical research has performed miracles in repairing and restoring malfunctioning organs, but sadness and pain have seen no such advances. The heart seems to be part body and part soul. Learn how the functions of the heart have affected people through the ages.

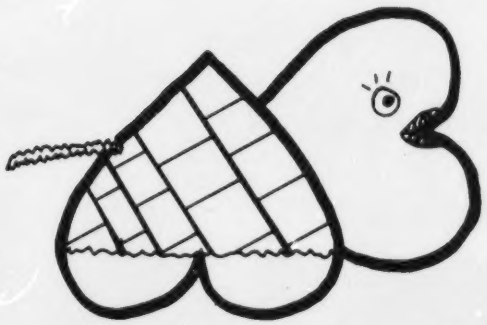
ORAL	Individuals or small groups can choose from the five heart-related observances to read, talk, and write about the care of the physical heart or the attributes of people that portray that they 'have a heart'.
READ	About functions of the heart, Diseases of the heart, Care and remedies for the heart. About St. Valentine's Day. Poems and music relating to feelings. About Brotherhood Week. About scouting – Girl Scout Week is later, but appropriate.
LISTEN	Effects of music on people – different kinds of music and instruments. Speaker from the Heart Association.
WRITE	Valentine verses. Songs and lyrics. Rules for maintaining a healthy heart. Accomplishments of the American Heart Association.
CONSTRUCT	Valentine Zoo (see following patterns).



MORTIMER MOUSE

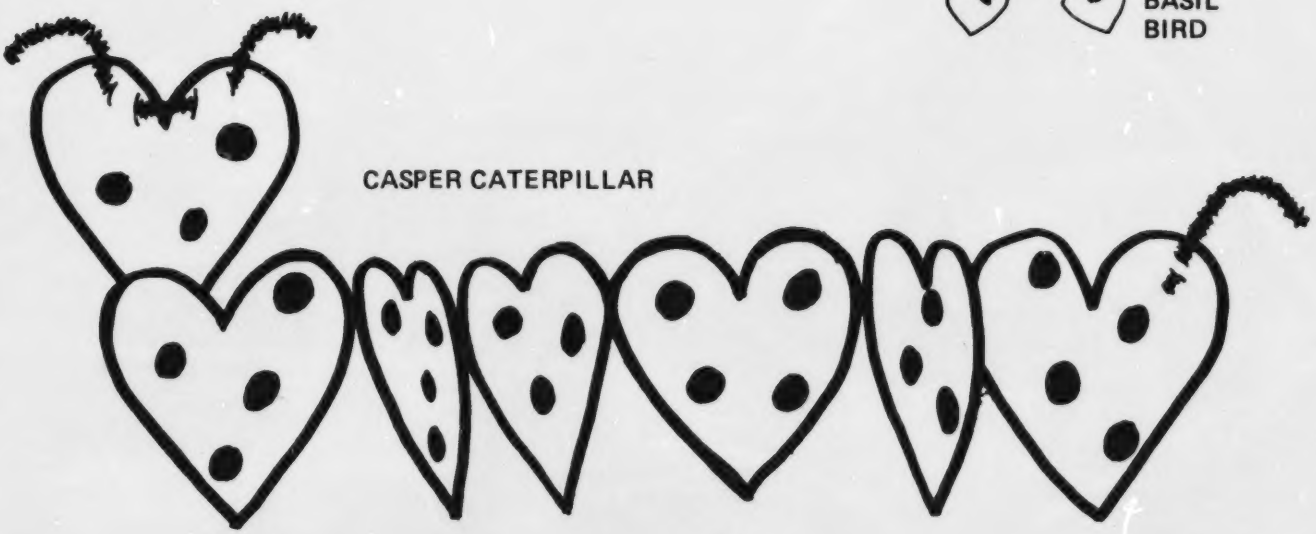


LORENZO LION



TIMOTHY TURTLE

BASIL
BIRD



CASPER CATERPILLAR

ABRAHAM LINCOLN

February 12, 1809 - April 14, 1865

The sixteenth president of the United States was born of a poor family in a log cabin in Kentucky. In 1816, faced with possible loss of the land, the family moved to Indiana where Nancy Hanks Lincoln died in 1818, leaving young Abe motherless at age nine. A new stepmother entered the family with three children, but cared for both sets of children affectionately and encouraged Abe's taste for reading even though she and his father were illiterate. When the family moved to Illinois Abe was 21, had had little schooling and tried his hand at a number of occupations. Having taught himself some grammar and mathematics, he decided to study law and passed the bar examination in 1836. He moved to Springfield, the capital of Illinois, and was soon earning more than the governor and circuit judges. After a rocky romance, he married Mary Todd and they had four sons, one of whom died while Lincoln was president.

His political career aligned him with the Whigs and he was elected to the State Legislature four times. During his single term in Congress (1847-1849) he became active in both the emancipation of slaves and the Mexican War. After a period of frustration and retirement from politics caused by his strong but unpopular views, he re-emerged in 1854 to debate Stephen Douglas over opening the Louisiana Purchase to slavery. Despite another Senate defeat, he gained nomination to and was elected to the presidency in November 1860. The first two years of the Civil War found the Union ineffectual, but the selection of General Grant as Commander turned the tide. Doubting its legality, Lincoln issued the Emancipation Proclamation on January 1, 1863 and, though it freed less than 200,000 slaves, it was symbolic of freedom and reunion as a war aim and attracted foreign aid to the Union cause. In 1864, Lincoln was re-elected president, but his assassination on April 14, 1865 left no firm plan for healing the wounds of the war he was seeking to end.

"Among American heroes, Lincoln continues to have a unique appeal for his fellow countryman and also for people of other lands. This charm derives from his remarkable life story – the rise from humble origins, the dramatic death – and from his distinctively humane personality as well as from his historical role as saviour of the Union and emancipator of the slaves."[1] His eloquence, his firm belief in the ideal of self-government for the entire Union, endears him yet to Americans and people around the world. His best ideas and finest phrases were written and rewritten, some of them over long periods of time, until the message was delivered precisely.

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

[1] Encyclopedia Britannica 1972

SUSAN B. ANTHONY
February 15, 1820 - March 13, 1906

Susan B. Anthony was a pioneer leader of the women's suffrage movement in the United States, and her work helped pave the way for the adoption of the 19th Amendment to the Constitution in 1920, as well as the world-wide recognition of human rights expressed in the charter of the United Nations (1945). (See International Women's Decade with January lessons in this issue.)

In addition to teaching school and organizing temperance societies, after 1854 she devoted her life to the anti-slavery movement and to women's rights. Demanding for women the same civil and political rights extended to male Negroes by the 14th and 15th Amendments, she was arrested, tried, and convicted for claiming the right to vote as a person and citizen in 1872. She continued to organize women, write, and lecture in her campaign for the women's suffrage amendment until her death in 1906.

The 19th Amendment allowing women to vote in all of the states was passed in 1920.

ORAL	Susan B. Anthony was a pioneer? Why or why not? Women should/should not be educated and allowed to vote.
READ	Who carried on her fight to finally achieve the 19th Amendment? What was in the 14th and 15th Amendments?
TELEPHONE	Political parties for women's units.
DISCUSS	The voting rights and responsibilities of citizens. Why is the right to vote important? Can all citizens of the United States vote? How can you become an intelligent voter? What office holders are elected in Bakersfield, Kern County, California, the United States? Name the people who hold these offices in Bakersfield. Name the Kern County representatives to the California Legislature. Name the California Senators and Representatives in Washington, D.C. Women in politics? Yes? No?
READ	About other women pioneers in science, the arts, music, literature, poetry, education.
DISCUSS	Why so few through history? Will there be more from the 20th century? What are the plans of girl students for the 21st century?

GEORGE WASHINGTON

February 22, 1732 - December 14, 1799

"First in War, First in Peace, First in the hearts
of his Countrymen" — Henry Lee

Very little is known of Washington's childhood, but it appears that although his formal schooling was irregular, and his father died when he was 11, he was raised in comfortable surroundings by his married stepbrother and wife who built Mount Vernon and was an apt pupil of the men who tutored him in farming, stock raising, and outdoor occupations. At 16, he assisted in surveying the Shenandoah Valley and kept a diary which showed keen observation skills and a sense of humor — "I slept under one thread Bear blanket with double its Weight of Vermin such as Lice Fleas & c." Additional journeys taught him resourcefulness and endurance, and toughened both body and mind. In July 1752, his brother Lawrence died and at age 20 Washington became head of one of the best Virginia estates. By 1760, he owned 8,000 acres, had enlarged the buildings at Mount Vernon and paid tithes on 49 slaves though he disapproved of slavery and hoped for its abolition.

Throughout the 1750's, Washington rose to the rank of colonel in the Virginia army and tangled with the French in a non-war for the lands around the Ohio River. He resigned the army in 1759, returned to Mount Vernon, and married Martha Custis, a widow with two children. The girl, Patsy, died before the Revolution, and Jacky died during the War, leaving four children. Washington adopted two of them.

Mount Vernon now had a water powered flour mill, blacksmith shop, brick and charcoal kilns, a fishery, coopers, weavers, masons, carpenters, and a shoemaker. Washington rotated his crops, experimented with breeding cattle, treated his slaves well and enjoyed a busy social life. In one year, he had 2,000 guests, most of whom stayed to dinner and overnight!

The Stamp Act of 1765 aligned him with the colonial Whigs and in 1774 he became a member of the revolutionary legislature and offered to raise and provide for 1,000 soldiers. From this time, though he was opposed to independence, he was committed to "those valuable rights and privileges, which are essential to the happiness of every free State, and without which life, liberty, and property are rendered totally insecure."

He was made General of the Armies in 1775 and though he was not a great tactician, Washington's strength of character, his ability to hold the confidence of the army and civilians, and his unremitting activity and strong common sense constituted the chief factors in achieving American victory. The capture of Cornwallis at Yorktown, 1781, is credited to Washington's vision.

From 1783 to 1787 Washington found farming sufficient occupation for his lands had suffered neglect under the supervision of a cousin. By 1784 a trip of 700 miles was required to view his wild western properties. Enjoying his home and family and friends, Washington sought to retire, but the Articles of Confederation were insufficient to keep the colonies from chaos and he reluctantly represented Virginia at the Constitutional Convention in 1787. On ratification of the Constitution in 1789, Washington was the only name considered for the first president. His administration during the next eight years was marked by the caution, the methodical precision and the sober judgement that had always characterized him. He set the stage for the behavior of all presidents to follow.

Washington, again desiring leisure and feeling a decline in physical and political power, refused to run for a third term. He left office in March 1797 after 40 years of service to the nation he helped create. The news of his death in 1799 placed the whole country in mourning and drew tributes from the British fleet and Napoleon's army.

LISTEN	To the summary above or a summary of it!
TALK	About what makes people strong, respected, loved. Did Washington ever have problems to overcome? Why did he earn Henry Lee's description? Whom do you respect? Why? What characteristics do you not respect?
READ	Biographies. Accounts of the Revolution. Description of Mount Vernon.
WRITE	About a person you respect. About the kinds of people America needs today. Washington helped create a nation. What can you do to make your school, your block, a better place to live?

EVALUATION

(Circle one)

1. I have used the lesson plans to celebrate holidays. All Some Few None

2. I have used the lesson plans for other topics. All Some Few None

3. I want to continue to receive the booklets. Yes No

4. I suggest that these ideas be included in the Spring Booklet:

5. Here are lesson plans I want to share:

Name _____

School _____

Please do complete and return this form to:

Kern County Superintendent of Schools Office
5801 Sundale Avenue
Bakersfield, California 93309
Attention: Muriel Dillard, Language Arts Consultant